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ABSTRACT

The Maryland School Performance Program for 1992 puts forward social studies outcomes and indicators for grades K-3, grades 4-5, and grades 6-8. Specific indicators for each grade grouping further delineate the following seven individual outcomes: (1) political systems--students will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland and the United States; (2) geography--students will show an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities; (3) peoples of the nation and world--students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a multicultural perspective; (4) economics--students need to show an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in the U.S. society; (5) skills and process--students will demonstrate the ability, individually and as part of a group, to gather information, think critically, and solve problems as needed to facilitate responsible decision-making, to understand complex ideas, and to generate new ideas; (6) valuing of self and others--students will demonstrate attainment of a positive self-concept and empathy toward others in order to improve interaction among individuals and groups in a democratic society; and (7) understandings and attitudes--students will demonstrate the attainment of understandings and attitudes needed to secure a reasoned commitment to human dignity, justice, and democratic processes. (CK)

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Maryland School Performance Assessment Program: Social Studies
List of Outcomes and Indicators

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P O L I T I C A L S Y S T E M S

Students will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland and the United States.

G R A D E S K - 3	G R A D E S 4 - 5	G R A D E S 6 - 8
> Read and interpret principles of American government expressed in stories, symbols, and songs. > Read and interpret fiction and non-fiction passages about people, places, and events in the early history of the American political system. > Compare the rights and responsibilities of people living today with those of people living in other times or places. > Describe the processes people use for making and changing rules within the family, school, and community. > Describe ways in which individuals and groups bring about civic improvement.	> Determine the importance of historical documents such as the Mayflower Compact, the Declaration of Independence, and the U.S. Constitution. > Relate historical events and ideas of the 17th and 18th centuries to the establishment of the American political system. > Using current issues or events, analyze consequences resulting from the exercise or denial of rights and/or responsibilities. > Analyze historical examples of cooperation, compromise, and conflict as methods of effecting political change. > Analyze historical examples in which individuals and groups brought about civic improvement.	> Using historical documents such as the Mayflower Compact, the Declaration of Independence, and the U.S. Constitution, analyze the basic principles of American government. > Relate historical events and ideas of the late 18th and 19th centuries to the evolution of the American political system. > Using case studies from world cultures and American history, analyze consequences resulting from the exercise or denial of rights and/or responsibilities. > Analyze examples of ways in which individuals or groups can advance or impede political change (lobbying, voting, demonstrating, etc.). > Analyze examples from a global context in which individuals and groups brought about civic improvement.

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G E O G R A P H Y

Students will demonstrate an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities.

GRADES K - 3

- > Locate features of the school and community by interpreting and constructing maps using simple grid systems, cardinal directions, relative distances and sizes, and symbols explained in a legend (key).
- > Examine environmental concerns in the community.
- > Explain the relationship between the physical setting of a community and its ability to satisfy the wants and needs of its people.
- > Explain the factors influencing the size, location, and population of communities.
- > Describe how transportation and communication networks link communities.
- > Examine personal environmental choices and their effects on the quality of life in the community.

GRADES 4 - 5

- > Locate places and natural features by interpreting and constructing maps using directions, legends, grid systems, boundary lines, and scales.
- > Examine people's adaptation to and modification of their environment as a result of changes in technology.
- > Examine the impact of geography on the industrial growth and economic prosperity of communities in the state, nation, and world.
- > Predict the effects of living in a given geographic setting on people's lives.
- > Examine how people of the state and nation are linked by transportation and communication networks.
- > Examine different ways of defining a region.
- > Demonstrate a sense of personal responsibility for environmental decisions made at the state and national levels.

GRADES 6 - 8

- > Locate places, cultural features, and natural features by interpreting and constructing maps using directions, legends, grid systems, boundary lines, scales, and political units.
- > Evaluate environmental issues and recommend ways of protecting the environment while meeting human needs.
- > Evaluate the ways humans modify their physical setting to meet economic needs, and the resulting changes in their quality of life.
- > Analyze patterns of population growth and settlement in different times, cultures, and environments.
- > Analyze the influence of transportation and communication on the movement of people, goods, and ideas from place to place.
- > Compare regions on a state, national, and global basis.
- > Analyze ways in which different cultural groups view environmental decisions.

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PEOPLES OF THE NATION AND WORLD

Students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a multicultural perspective.

GRADES K - 3

- Examine how people develop cultures through interaction with the environment and with other cultures.
- Examine the contributions of various ethnic, racial, and religious groups to the development of communities.
- Predict how conflicts in values or beliefs may affect relationships among individuals or groups within the family, school, or community.
- Explain how people from different cultures share common wants and needs.
- Summarize the main points of a current event.

GRADES 4 - 5

- Analyze the characteristics of various cultures as evidenced in the development of Maryland and the U.S.
- Analyze the diverse cultural contributions that influenced the development of Maryland and the U.S.
- Predict how conflicts in values or beliefs may affect relationships among individuals or groups within the U.S.
- Examine decisions made by citizens of Maryland and the U.S. in terms of consequences for other peoples of the world, and *vice versa*.
- Using a current event predict its impact on individuals, including oneself.

GRADES 6 - 8

- Investigate and gain appreciation for various cultures throughout the world.
- Examine contributions resulting from interactions among individuals and groups from various ethnic, racial, and religious backgrounds.
- Perceive that human experiences, in earlier times and other places, may be applicable to solving contemporary problems.
- Evaluate consequences of individual and collective decisions in promoting peace or precipitating conflict.
- Provide examples of technologies, institutions, languages, and beliefs which link the different peoples of the world.
- Analyze current world issues from different perspectives.

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E C O N O M I C S

Students will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

GRADES K - 3	GRADES 4 - 5	GRADES 6 - 8
➤ Describe the relationship between economic wants and needs. ➤ Describe the impact of economic specialization on the growth of communities. ➤ Make decisions about available goods and services and understand the consequences of those decisions. ➤ Examine the services financed through taxation. ➤ Identify economic resources located within a community.	➤ Describe the relationship between available resources and the production of goods and services. ➤ Explain how the exchange of goods and services connects Maryland with the world. ➤ Describe the relationship of supply and demand to the production and consumption of goods and services. ➤ Examine examples of various types and uses of taxes. ➤ Analyze historical and economic factors which have contributed to the growth and development of Maryland's economy. ➤ Analyze the effects of economic growth on the standards of living of individuals.	➤ Using case studies, analyze the role of scarcity in economic decision-making. ➤ Using case studies, cite examples of economic interdependency among world communities. ➤ Analyze the effects of supply and demand on the production of goods and services in historical and contemporary contexts. ➤ Relate the development and implementation of taxation to given historical and economic conditions. ➤ Compare the economic characteristics of Maryland with those of the U.S. ➤ Analyze the impact of technological change and resource use in promoting economic growth in the U.S.

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S K I L L S A N D P R O C E S S E S

Students will demonstrate the ability — individually and as part of a group — to gather information, think critically, and solve problems as needed to facilitate responsible decision-making, to understand complex ideas, and to generate new ideas.

GRADES K - 3

- Obtain and use relevant information by reading, asking questions, observing, and listening.
- Obtain and use print and non-print sources of information such as pictures, graphics, maps, globes, and artifacts.
- Read and interpret problems from social studies content.
- Identify occasions and processes for making decisions.
- Interact with others in groups to achieve common goals.

GRADES 4 - 5

- Obtain, interpret, organize, and use information from reading, asking questions, observing, and listening.
- Obtain, interpret, organize and use print and non-print sources of information such as pictures, graphics, maps, globes, and artifacts.
- Define and clarify problems drawn from history and the social sciences, identify resources, and prepare solutions based on available data.
- Make and analyze personal decisions and reflect on the results.
- Participate in a group in a variety of roles, such as leader, follower, member, encourager, facilitator, and recorder.

GRADES 6 - 8

- Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.
- Obtain, interpret, evaluate, organize, and use print and non-print sources of information such as maps, charts, globes, graphics, and tables.
- Define and clarify problems drawn from history and the social sciences, judge information related to the problems, propose solutions, and draw conclusions based on available data.
- Using decision-making models, analyze the decisions made by people in other times and places, and evaluate the consequences.
- Analyze situations to determine what group action is required and demonstrate skills needed to move a group to action.

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VALUING SELF AND OTHERS

Students will demonstrate attainment of a positive self-concept and empathy toward others in order to improve interaction among individuals and groups in our democratic society.

GRADES K - 3

- Demonstrate a positive self-concept by behaving appropriately in a variety of situations.
- Recognize that people everywhere have similar social needs, motivations, and desires but may express them differently.
- Provide examples of social institutions and the media that have an impact on individuals.

GRADES 4 - 5

- Using case studies, examine the feelings of others in a variety of situations.
- Recognize the dignity and worth of people from cultural, racial, religious, ethnic, and other diverse groups.
- Analyze the impact of social institutions and the media on the behavior of individuals and groups.

GRADES 6 - 8

- Examine one's own feelings, values, and capabilities in an effort to develop a positive self concept and acceptance of others.
- Develop an appreciation of American society as a pluralistic one consisting of diverse cultures, customs, and traditions.
- Using case studies, analyze the impact of social institutions and the media on the behavior of individuals and groups.

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U N D E R S T A N D I N G S A N D A T T I T U D E S

Students will demonstrate attainment of understandings and attitudes needed to secure a reasoned commitment to human dignity, justice, and democratic processes.

GRADES K - 3	GRADES 4 - 5	GRADES 6 - 8
➤ Propose rules that promote order and fairness in various situations. ➤ Read and interpret examples of fiction and non-fiction that illustrate conflicts between conscience and respect for authority. ➤ Read and interpret examples of fiction and non-fiction in which individuals demonstrate respect and support for the rights and dignity of all peoples. ➤ Distinguish between the concepts of majority rule and rights of the individual.	➤ Provide examples that demonstrate an understanding of and commitment to the rule of law. ➤ Examine situations in Maryland and U.S. history that illustrate conflict between conscience and respect for authority. ➤ Analyze situations in Maryland and U.S. history in which individuals demonstrate respect and support for the rights and dignity of all peoples. ➤ Participate in classroom and school activities in which respect for majority rule and the rights of the individual is demonstrated.	➤ Analyze beliefs and values associated with a commitment to the rule of law. ➤ Using a variety of cultural and ethnic contexts, analyze situations illustrating conflicts between conscience and respect for authority. ➤ Using a variety of cultural and ethnic contexts, analyze situations in which individuals demonstrate respect and support for the rights and dignity of all peoples. ➤ Analyze situations from a variety of historical contexts in which respect for majority rule and rights of the individual is demonstrated.

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